

# **Standards of Learning Currently in Effect for Virginia Public Schools**

2009

**Correlated with the National Park Service Curriculum: “The CCC: A New Deal to Rebuild a Nation” for Middle and High School**

## **United States History: 1877 to the Present**

### **Skills**

- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;
  - b) make connections between past and present;
  - c) sequence events in United States history from 1877 to the present;
  - d) interpret ideas and events from different historical perspectives;
  - e) evaluate and debate issues orally and in writing;
  - g) use parallels of latitude and meridians of longitude to describe hemispheric location;
  - h) interpret patriotic slogans and excerpts from notable speeches and documents.

### **Turmoil and Change: 1890s to 1945**

- USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- a) explaining how developments in transportation (including the use of the automobile), communication, and rural electrification changed American life;
  - d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

## **Civics and Economics**

- CE.1 The student will develop the social studies skills citizenship requires, including the ability to
- a) examine and interpret primary and secondary source documents;
  - b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;
  - c) analyze political cartoons, political advertisements, pictures, and other graphic media;
  - d) distinguish between relevant and irrelevant information;

- e) review information for accuracy, separating fact from opinion;
  - f) identify a problem and recommend solutions;
  - g) select and defend positions in writing, discussion, and debate.
- CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
- c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
  - e) evaluating how civic and social duties address community needs and serve the public good.
- CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by
- a) practicing trustworthiness and honesty;
  - b) practicing courtesy and respect for the rights of others;
  - c) practicing responsibility, accountability, and self-reliance;
  - d) practicing respect for the law;
  - e) practicing patriotism.
- CE.7 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
- c) examining the impact of the media on public opinion and public policy;

## **World Geography**

- WG.1 The student will use maps, globes, photographs, and pictures in order to
- a) obtain geographical information and apply the concepts of location, scale, and orientation;
- WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by
- a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;

## **World History and Geography: 1500 A.D. (C.E.) to the Present**

- WHII.1 The student will improve skills in historical research and geographical analysis by
- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.);
  - b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.);
  - c) identifying geographic features important to the study of world history since 1500 A.D. (C.E.);

## **Virginia and United States History**

### **Skills**

- VUS.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;
  - b) evaluate the authenticity, authority, and credibility of sources;
  - c) formulate historical questions and defend findings based on inquiry and interpretation;
  - d) develop perspectives of time and place, including the construction of maps and various time lines of events, periods, and personalities in American history;
  - e) communicate findings orally and in analytical essays and/or comprehensive papers;
  - f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
  - g) apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
  - h) interpret the significance of excerpts from famous speeches and other documents.

### **Reshaping the Nation and the Emergence of Modern America: 1877 to 1930s**

- VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States;
- VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by
- c) explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it.

## **Virginia and United States Government**

- GOVT.1 The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to

- a) analyze primary and secondary source documents;
  - b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
  - c) analyze political cartoons, political advertisements, pictures, and other graphic media;
  - d) distinguish between relevant and irrelevant information;
  - e) evaluate information for accuracy, separating fact from opinion;
  - f) identify a problem and prioritize solutions;
  - g) select and defend positions in writing, discussion, and debate.
- GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by
- a) examining different perspectives on the role of government;
  - d) analyzing how individuals, interest groups, and the media influence public policy.
- GOVT.14 The student will demonstrate knowledge of economic systems by
- b) evaluating the impact of the government's role in the economy on individual economic freedoms;
- GOVT.17 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by
- a) practicing trustworthiness and honesty;
  - b) practicing courtesy and respect for the rights of others;
  - c) practicing responsibility, accountability, and self-reliance;
  - d) practicing respect for the law;
  - e) practicing patriotism.
- GOVT.18 The student will understand that thoughtful and effective participation in civic life is characterized by
- a) obeying the law and paying taxes;
  - c) participating in the political process;
  - d) performing public service;
  - e) keeping informed about current issues;
  - f) respecting differing opinions in a diverse society.

## **Earth Science**

- ES.3 The student will investigate and understand how to read and interpret maps, globes, models, charts, and imagery. Key concepts include
- a) maps (bathymetric, geologic, topographic, and weather) and star charts;
  - b) imagery (aerial photography and satellite images);
  - c) direction and measurements of distance on any map or globe; and
  - d) location by latitude and longitude and topographic profiles.

## **Grade Six**

### **Science Strand**

#### **Resources**

- 6.9 The student will investigate and understand public policy decisions relating to the environment. Key concepts include
- a) management of renewable resources (water, air, soil, plant life, animal life);
  - b) management of nonrenewable resources (coal, oil, natural gas, nuclear power, mineral resources);
  - c) the mitigation of land-use and environmental hazards through preventive measures; and
  - d) cost/benefit tradeoffs in conservation policies.